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AUTHOR	Harper, Margaret T.: And Others
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ABSTRACT

This guide presents materials to help the teacher in implementing a teacher advisory program (grades 8-12) to provide career and life guidance within the classroom. Emphasis in grades 8 and 9 is on values clarification, decision making, and career exploration. In grades 10-12 greater emphasis is placed on career choice and selection. The guide first presents the philosophy and purpose of the teacher advisory system, definitions, program goals, and instructional goals and objectives. These practical materials follow: guidelines for initiating the program, steps to follow in implementing, general suggestions, evaluation procedures, and personnel responsibilities. Suggested agendas for teacher advisory implementation for junior and senior high school present topics and possible resources for eight meetings. Appendixes include two teacher and student interest surveys, teacher advisory system evaluation, student evaluation form, teacher evaluation, self-appraisal form, and student questionnaire. (YLB)

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Guide for Implementation Of the Teacher Advisory System

Career Education Project
Columbia County School System
Appling, Georgia 30802

Prepared by
Margaret Harper: Project Director
John Shearouse: Secondary Specialist
Mary Anne Mills: High School Specialist

Summer 1978

Revised by
Connie Davis: Counselor, Harlem High
Joe Impink: Counselor, Evans Jr. High

Summer 1979

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GUIDE FOR IMPLEMENTATION
Of the
TEACHER ADVISORY SYSTEM

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Guide for Implementing the Teacher Advisory System

Philosophy

The primary objective of the teacher advisory system is to give secondary school students an opportunity to explore and practice the tools necessary for success in life. It is to be hoped that after completing several years in the teacher advisory program (8-12) the students will gain a better understanding of themselves, their abilities and limitations, and will have made several important life decisions about their future.

It is not our aim to get students to choose a career. It is our aim to get students to think seriously about careers in relation to their individual values and potentials. The teacher advisory system has been designed to give students opportunities to explore and clarify the multitude of avenues available for each individual in search of a satisfying life outside of the school experience. We also hope to give students practical experience in dealing with real-life situations.

To this aim, we put special emphasis on values clarification, decision-making and career exploration in grades 8 and 9. In grades 10-12 greater emphasis will be placed on career choice and career selection. However, we hope the teacher advisory system will serve not only as a career guidance function, but as a life guidance function as well.

Purpose

The teacher advisory system is a means of bringing guidance into the classroom rather than making it a separate supportive service.

It gives the student an opportunity to have personal contact with an adult with whom they can discuss personal development. Hopefully this will enable them to realize their abilities and limitations and to obtain avocational, occupational and educational information. In this respect the teacher advisory system will benefit both student and teacher, by giving them an avenue for decision making and planning of the high school program as it relates to areas of specific concern to the student. Through this program teachers will gain a better understanding of the opportunities, limitations, abilities and educational experience of students. At the same time, students will see the advisor as a valuable source of information and help in reaching their life and career goals.

Teachers as well as students will experience new insights into students needs and concerns as related to career and life goals. This should result in improvement in student self-understanding and self-confidence, career planning skills and attitudes towards work. Teachers will also gain greater understanding of the students educational needs and expectations.

Definitions

Self Awareness: The way that each student approaches his or her future is guided by that students own self concept. Students cannot set realistic goals or make meaningful life decisions unless they are aware of their own potential and of things which might limit them. By increasing a student's self awareness, the student is able to better define his or her goals. They are better able to see where they must work for improvement in order to achieve certain aims. By increasing the student's self awareness, the student is not fit into a familiar mold but helped to fully realize who she or he is and how they can fit their unique talents into the lifestyle most in line with their desires.

Decision Making: The development of a student's decision making and planning skills can be most valuable. Many students do not know how to make good decisions about post school careers; they merely "fall" into a career. This goal in the teacher advisory system does not try to get the student to make career decisions. In order to make a sound career decision later in life the student does need to know on what to base a decision. By giving a student advice and experience in decision making, the student will be better equipped to make decisions about his or her life that best suit the individual. Ideally, the student will better be able to avoid those decisions which waste years and money spent in pursuit of an unsatisfactory career goal. The student will be able to successfully plan the direction he or she wishes to take.

Opportunities for Continued Education: The teacher advisory system should serve the student by giving advice about his or her education through high school and after graduation. First the student can be guided toward selecting a high school curriculum in line with their needs. Secondly, the advisory system should give the student information about education after high school graduation. This would include college, trade and vocational schools, apprenticeships, military programs, and manpower training programs. The student should be made aware that is her/her education need not ever stop regardless of career choice. The emphasis that education is not just a means to achieve a certain career, but a means to personal development will be an important goal to teach.

Work Values and Habits: In any decisions about career directions or life goals, it is vital that each student have and be aware of a system of values. In short, the student needs to be aware of those things that mean the most in a persons life. Each student has a different set of values but most are unable to clearly say how or why one thing is valued more than any other. In value clarification, the student has the opportunity to say what he or she feels is more important. Are friends more important than money; is success more important than family loyalty; is honest labor more important than social position? Not only might a student discuss an actual situation but also the student might decide what is more important to him or her.

Career Awareness: Many students are not able to make realistic career decisions. These same students are curious about careers and the teacher advisory system gives students a chance to look at careers in several different areas. This look at careers should not take the form of deciding yes or not to entering this field, but rather as a look at a field that the student would like information about. One emphasis that this exploration might cover is a cluster approach. In studying any job field, the student is shown that for any given career, there are many alternatives which use similar skills and reflect the same interests.

Job Seeking, Getting and Holding Skills: Many students have no idea of methods and techniques involved in seeking employment (where and how to look). Even though jobs are often located in newspaper ads or through employment agencies, many students do not know how to go about getting the job (appearance at the job interview, how to talk with the interviewere, how to "sell" themselves). And once students are hired, they should be aware that there is more involved in keeping a job than just showing up every day. The ability to get along with others, show responsibility on the job and loyalty to the employer all play an important part. Through the teacher advisor system students should be provided opportunities to learn, through group discussions (often led by a community resource person) and role play, skills and attitudes necessary for job seeking, getting and holding.

It is suggested that job application skills be covered through the English Department in regular classroom situations in order to cover this area thoroughly (resumes, job applications, social security card information and application, tax forms, letters of application, etc.). The teacher advisor system should involve activities which review or reinforce these skills.

Program Goals

1. To improve students' attitudes toward themselves, their school and the world of work. By helping students to become aware of their current abilities and limitations, they can make more meaningful life and career decisions, set more realistic goals for the future and gain greater self understanding and self acceptance. They can also be helped to fully realize who they are and how they can fit their unique talents into a lifestyle most in keeping with their desires.

2. To improve students' work values and work habits. By helping students to define and clarify their system of values, we can help them to make more meaningful decisions about career directions and life goals. They can be given opportunities to explore why one thing is more valued than another and thereby gain greater understanding of their own life needs and expectations.

3. To improve students' awareness of career opportunities, skills, and educational requirements and opportunities for various careers. By giving students the opportunity to investigate a variety of career opportunities, we should not take the form of deciding yes or no to a particular career field, but rather to provide a look at a field the student would like information about. The students should also be shown that for any given career, there are many alternatives which use similar skills and reflect similar interests.

4. To improve the students' decision making and planning skills. By providing opportunities for obtaining experience in decision making, the teacher advisory system will better equip a student to make decisions about his or her life that best suits the individual. By acquainting students with the steps in a decision making process, the student will be able to avoid those decisions that waste time and money. The student will therefore be better prepared to successfully plan for the future.

5. To improve the students' knowledge of opportunities for continued education. By helping students to select the educational experiences in school most in line with their needs and goals we can assist them in reaching their potentials. Also, information on post-secondary educational opportunities including college, technical school, apprenticeships, etc., will be provided. Students should also be made aware of the fact that education need not stop regardless of career choice. The emphasis that education is not just a means to achieve a certain career, but a means to personal development will be an important goal to teach.

6. To improve the students' job seeking, getting and holding skills. By providing students with opportunities to learn and practice the skills and attitudes necessary for job seeking, getting, and holding, we can assist them in achieving career success and satisfaction. Students should, in addition to exploring the different avenues for seeking employment, practice job interview skills and have the opportunity to exercise job holding skills such as getting along with others, job responsibility, and loyalty.

7. To improve students' abilities to develop meaningful use of leisure time.

   By providing students with opportunities to explore the importance of leisure time activities in the total life experience, we can assist them in their selection of those life and career goals which best assure a satisfactory balance between work and leisure time.

8. To improve students' awareness of available means for changing career options.

   Students need to be aware of the means available for changing career options. Societal and personal constraints impinging on a career alternative should be stressed.

Instructional Goals and Objectives (8-12)

Each of the instructional goals and objectives listed below can have many additional performance objectives and assessment tasks. Those below are merely examples. Individual teacher advisors might want to develop additional performance objectives and assessment tasks which meet specific goals and individual student needs.

SELF AWARENESS

Instructional Goal 1--Students will determine whether a career is compatible with their skills, aptitudes, values, and interests.

Performance Objective: A student will differentiate among his or her areas for high aptitude (talent) and low aptitude and compare these aptitudes with those required for a chosen career.

Assessment Task: Students will list their aptitudes (talents) and rank order them from the highest to the lowest. They will evaluate how interested they are and how well prepared they are to become a _____.

Instructional Goal 2--Students will identify their competencies and their limitations in a selected career area.

Performance Objective: A student will identify his or her competencies.

Assessment Task: Given a list of skills, the student will check those skills they possess.

Instructional Goal 3--Students will improve their human relations skills.

Performance Objective: A student will explain a human relations problem that exists in their life or among their friends and will propose a solution to the problem.

Assessment Task: (1) Share with one or more other students in the session a human relations problem that has been observed recently and invent a solution to the problem. (2) Students will invent a problem and discuss a possible solution.

DECISION MAKING

Instructional Goal 4--Students will develop and apply problem-solving skills to various school or home situations.

Performance Objective: Given a problem situation or task that needs to be completed efficiently, a student will review possible ways to solve the problem and will select the best one for the situation.

Assessment Task: Given a problem or task, the student will select the best solution or means of completing the task and will participate in a group discussion on problem solving methods.

Instructional Goal 5--Students will identify their goals and values and describe how these affect career decisions.

Performance Objective: A student will identify those values which are the major determinant for his or her life goals at the present time.

Assessment Task: Given a list of identified values, the student will rank order the values in terms of one being high as the major determinant for their life goals at present.

OPPORTUNITIES FOR CONTINUED EDUCATION

Instructional Goal 6--A student will obtain information and guidance from experienced workers.

Performance Objective: A student will indicate that he or she has interviewed three or more workers about their careers and will summarize what he or she has learned from that experience.

Assessment Task: A student will interview three or more workers in their chosen career field and will summarize what they learned from the interview.

Instructional Goal 7--A student will identify the requirements and characteristics of selected careers.

Performance Objective: A student will list the criteria for entry into his or her chosen career, the characteristics of the career, and the duties performed by one employed in it.

Assessment Task: A student will prepare materials that inform other students of the characteristics and requirements for the chosen career. This could be a talk by a resource speaker or a presentation on research done by the student. Included in the presentation should be information about entry criteria, the nature of the work, the work environment, qualifications, employment prospects, earnings, advancement, advantages and disadvantages.

WORK VALUES AND HABITS

Instructional Goal 8--Students will set priorities, plan use of time, and adhere to an organized schedule.

Performance Objective: A student will identify the tasks for the day's activities, organize them according to their importance, and follow through with these tasks according to the priority in which they have been arranged.

Assessment Task: Students will pick one day, identify the tasks to be done, organize them according to their importance, and complete the tasks according to the priority in which they have placed them.

Instructional Goal 9--Students will develop good work habits such as promptness, dependability, and accuracy.

Performance Objective: A student will report regularly and on time for his or her classes for a given period and will notify the advisor and other teachers about reasons for tardiness or absence.

Assessment Task: During an assigned period (one week, two weeks, etc.), students will adhere closely to the schedule for their classes. If they are unable to report for a class or must be late, they will notify their teacher; if they are unable to report to school, they will telephone the school office to "call out sick" just as if they were an employee.

Instructional Goal 10--Students will identify their goals and values and describe how these affect career decisions.

Performance Objective: A student will identify those values which are the major determinant for his or her life goals at the present.

Assessment Task: From a given list of identified values, students will rank order the values in terms of one being high as the major determinant for their life goals at present.

CAREER AWARENESS

Instructional Goal 11--Students will identify a career area of interest to them and describe reasons the area interests them.

Performance Objective: Students will name a career area that appeals to him or her.

Assessment Task: Students will discuss with their teacher advisor and/or community resource speaker, a career area they like and the reasons for liking it.

Instructional Goal 12--Students will obtain information and guidance from experienced workers in a chosen career area.

Performance Objective: After discussions with one or more experienced workers about their careers, students will summarize what he or she has learned from the discussions.

Assessment Task: Students will discuss their chosen career area with one or more experienced workers in the chosen career field and will summarize what they have learned in a discussion with the teacher advisor and other students.

Instructional Goal 13--Students will identify the requirements and characteristics of selected careers.

Performance Objective: Students will list the criteria for entry into his or her chosen career, the characteristics of the career, and the duties performed by one employed in it.

Assessment Task: Students will prepare materials (a report, talk, group discussion, etc.) that inform other students of the characteristics and requirements for their chosen career. They should include information about entry criteria, the nature of the work, the work environment, qualifications, employment prospects, earnings, advancement, advantages and disadvantages.

Instructional Goal 14--Students will list a range of choices within a career area.

Performance Objective: Students will compile a list that illustrates the diversity of opportunities available within a career area.

Assessment Task: Students will list five or more jobs that a person with their career interests might pursue. They should include jobs that require little preparation and those that require extensive preparation.

JOB SEEKING, GETTING AND HOLDING SKILLS

Instructional Goal 15--Students will obtain information and guidance from experienced workers.

Performance Objective: After discussions with one or more experienced workers about their careers, students will summarize what he or she has learned fromthe discussions.

Assessment Task: Students will discuss methods of seeking jobs in a chosen career field with one or more experienced workers in that field and will summarize what they have learned in a discussion with the teacher advisor and other students.

Instructional Goal 16--Students will improve their human relations skills.

Performance Objective: Students will discuss typical human relations problems that exist in many work situations and will propose a solution to the problems.

Assessment Task: Students will share with one or more other students in the session a human relations problem that they have been involved in or observed in their work situation and will discuss the best method for solving the problem. Students will invent various problems and discuss and role play possible solutions.

Instructional Goal 17--Students will improve their job interview skills.

Performance Objective: Students will discuss and role play job interview techniques.

Assessment Task: Students will discuss both good and bad job interview techniques and will role play typical job interview situations. Students will discuss job interview techniques with workers involved in interviewing potential employees.

Guidelines for Initiating the Program

The counselor and principal should jointly plan for the implementation of the teacher advisory system. The Director of Career Education should be included if desired. Procedures for implementation should be outlined to meet the needs of each individual school. This outline should include:

a. How students will be involved.

b. Time of day advisory meetings are to be held.

c. Evaluation procedures.

d. Board policies pertaining to such activities.

e. Procedures for involving community resources.

f. Procedures for involving teachers.

g. Files to be maintained on students.

h. Materials needed.

i. Staff development activities to be conducted.

Steps to follow in implementing

1. Develop the program to meet the needs of the particular school situation and students as discussed with the principal. Be sure to establish all dates for the program from beginning to end. A sample schedule of events is shown on pages 17-20.

2. Discuss the program with a Career Education Advisory Committee of faculty members and ask them for input on the proposed program.

3. Submit the final plan for implementation to the principal.

4. Once the program is defined go over the implementation procedures with the faculty.

5. Assign the designated teachers as advisors to groups of students, whether by cluster, already existing class or homeroom, whichever best meets the goals of the program and the individual needs of the school and students.

6. Distribute reosters of students and schedules of meetings to each teacher advisor, where appropriate.

7. Through an in-service activity each teacher advisor should be given a copy of the Teacher Advisor Activities Handbook. This in-service should include a description of the handbook and how to select activities from it for use in the Teacher Advisory Meetings.

8. Teacher advisors should be encouraged to work with the counselor and Career Education resource teacher in involving community resources and utilizing career education instructional materials.

9. Staff development activities should be illustrated to teachers prior to each teacher advisory meeting to orient them to the particular program goal and available activities.

10. Consult with the Director of Career Education concerning needed staff development activities.

General Suggestions for developing a more Effective Teacher Advisory System.

1. An orientation should be conducted with students as part of their first meeting with the teacher advisor. Orientation Activities are outlines in the Teacher Advisor Activities Handbook.

2. In-service should be conducted with teachers to help them develop confidence in being effective teacher advisors.

3. An organized schedule for resource speakers should be developed so that all groups will not need a speaker at the same time. Teachers who desire to have speakers should take the initiative in contacting these speakers during their teacher's planning period utilizing the Career Education Community Resource Guide.

4. A rotating schedule or club schedule for the teacher advisor meetings should be used so that the same class will not be missed each month.

5. It should be stressed to the teacher advisor that the schedule for implementating the program goals is very flexible. The advisor should be free to facilitate the individual program.

Evaluation Procedures

1. Evaluation of students' reactions should be conducted on a random selection basis at regular intervals throughout the teacher advisory program. For example: Students in groups A, C and E might be evaluated during December and students in groups B, D and F in January. Suggested questionnaires for evaluating student reactions are included on page 24.

2. Evaluation by teacher should be done on a regular basis, also. This evaluation can be done on a random selection basis as well. Suggested questionnaires for eliciting teacher evaluation of the program are found on page 25.

3. At least two evaluations by students and two evaluations by teachers should be conducted during the teacher advisory program year.

Personnel Responsibilities

Counselor Responsibilities are as follows:

1. initiate and develop the program in conjunction with the principal and teachers,
2. explain the program fully to the faculty and involve them in decision making and planning,
3. serve as a consultant to the teachers for ideas on developing activities, and
4. arrange and conduct monthly staff development meetings for the faculty to assist the teacher advisors in implementing the program goals.
5. provide assistance to teachers in selecting community resources (Community Resource Guide) and maintain records on these used for inclusion in the guide.
6. evaluate the teacher advisory program periodically.

Principal Responsibilities are as follows:

1. assist the counselors in presenting the program to the faculty by providing verbal support for the program.
2. assist in the procedures for assigning advisors to students
3. make certain the teacher advisor system is implemented in accordance with the guidelines,
4. approve all aspects of the program implemented in his or her school,
5. monitor the teacher advisory system to insure that the goals and objectives of the program are attained,
6. provide the necessary time and facilities to implement the program, and
7. visit the classrooms during teacher advisory sessions to provide support and reinforcement to the program.
8. participate with advisor in utilizing community resources, including parents, in a attempt to avoid making multiple demands on anyone resource.

Career Education Resource Teacher Responsibilities are as follows:

1. work with the principal and counselor in all phases of developing and implementing the program,
2. serve as consultant to the teachers to provide ideas for developing activities,
3. assist in conducting staff development meetings for the faculty, and
4. assist the counselor in evaluating the program,
5. provide suggestions for utilizing community resources
6. provide information to teachers on available hands-on activities, films, curriculum materials, etc.

Teacher Responsibilities are as follows:

1. attempt to know each student in his or her advisory group on a personal basis,
2. use each student's cumulative record in order to effectively advise individual students for future planning,
3. plan and utilize monthly activities which will implement the goals of the program, and
4. involve community resources to complement the monthly stated goals and activities.
5. complete a community resource form resume on any community resources used

Media Specialist Responsibilities are as follows:

1. provide information to teachers on available hands-on activities, films, equipment, books, curriculum materials, etc., available for use
2. serve as a consultant to teachers for developing activities and offering ideas when requested
3. coordinate media facilities and use of audio visual equipment, if needed, for community resource speakers.

Suggested Agenda For Teacher Advisory Implementation
Junior High

Orientation

1. Initiate program
2. Establish Career Education Advisory Committee
3. Develop program
4. Go over plans and materials with faculty
5. Assign students and finalize program
6. Hold teacher advisor orientation with faculty

MEETINGS	POSSIBLE RESOURCES
First Meeting Student Orientation and Assessment	Introduction, Purpose, Goals Student Needs Assessment Career Directions, Unit 2 "Can You Spot Your Abilities" Career Directions, Unit 1 "What Are Your Goals"
Second Meeting Self-Awareness	Career Directions, Unit 2 PIES-Picture Interest Inventory Series Resource Speakers Group Discussions Career Guidance Handbooks
Third Meeting Work Values	Resource Speakers Career Directions-Value Ranking Activities Group Discussions Role Play & Simulations Career Guidance Handbooks
Fourth Meeting Work Habits	Resource Speakers Career Directions Group Discussions Role Play & Simulations Career Guidance Handbooks
Fifth Meeting Career Awareness	Career Development Lab Popeye Comics Library books Career Games Resource Speakers News Lab I or II Career Guidance Handbooks

Sixth Meeting Decision Making	Career Directions OEX Kit Newslab I or II Game Sim Career Guidance Handbocks
Seventh Meeting Opportunities for Continued Education	"The High School Program" College Handbooks Voc-Tech School Handbooks Library Books Resource Speakers Occupation Outlook Handbook
Eighth Meeting Leisure Time	Career Guidance Handbooks Class Discussions Resource Speakers Library Books Career Games

Suggested Agenda For Teacher Advisory Implementation
High School

Pre-planning	1. Initiate program 2. Establish Career Education Advisor Committee 3. Develop program 4. Go over plans and materials with faculty 5. Assign students and finalize program 6. Hold teacher advisor orientation with faculty

MEETINGS	POSSIBLE RESOURCES
First Meeting Student Orientation and Assessment	Guide for Implementing Student Needs Assessment Career Directions Unit 2 "Can You Spot Your Own Abilities" Career Directions Unit 4 "What are Your Goals" Career Guidance Handbooks
Second Meeting Self-Awareness	Career Directions Unit 2 PIES Career Games Resource Speakers (such as psychologists for talks on positive attitude) Career Guidance Handbooks
Third Meeting Work Values and Habits	Resource Speakers Career Directions-Values Ranking Activities Group Discussions Role Play and Simulations Career Directions Unit 4 Career Guidance Handbooks
Fourth Meeting Career Awareness (Career Day)	Resource Speakers from various educational institutions Career Guidance Handbooks
Fifth Meeting Decision-Making	"The High School Program" Career Directions OEK Kit Newslab I or II Game Sim Career Games Career Guidance Handbooks

Sixth Meeting Opportunities for Continued Education	"The High School Program" Manual College Handbooks Voc-Tec School Handbooks Library Books Career Guidance Handbooks
Seventh Meeting Job Seeking, Getting and Holding	OEK Kit Career Directions PIES Occu File Career Development Lab Job Bank Microfiche Career Guidance Handbooks
Eighth Meeting Leisure Time	Library books Career Games Resource Speakers News Lab Concentration Group Discussions Career Guidance Handbooks

Sample Teacher and Student Interest Survey

Name of Student _____ Homeroom Teacher _____

The Guidance Department is planning career activities for this school year. We are considering having one hour each month set aside for career exploration. Students would be assigned an advisor according to his or her interest area. Teachers would serve as advisors to work with students in a specific career area.

Please choose the career area that you are interested in from the 15 possibilities listed below. Please list your first and second choice.

1. Business and office occupations
   (careers such as secretary, office manager, accountant)
2. Marketing and distribution occupations
   (careers such as warehouse controller, efficiency expert, salesman)
3. Communications and Media occupations
   (Careers such as radio operator, newspaper reporter, telephone maintenance worker)
4. Construction Occupations
   (careers such as bricklayer, carpenter, architect)
5. Manufacturing occupations
   (Careers such as draftsperson, machinist, welder)
6. Transportation occupations
   (careers such as shipbuilder, auto mechanic, flight engineer)
7. Agri-business and natural resources occupations
   (careers such as farmer, natural foods expert, coal miner)
8. Marine science occupations
   (careers such as biologist, naval operator, seafood inspector)
9. Environmental control occupations
   (careers such as noise level expert, wildlife specialist)
10. Public Service occupations
    (careers such as teacher, policeman, social worker)
11. Health occupations
    (careers such as doctor, dentist, pharmacist)
12. Hospitality and recreation occupations
    (careers such as high school coach, hotel social director)
13. Personal services occupations
    (careers such as lawyer, cosmetologist, mortician)
14. Fine arts and humanities occupations
    (careers such as filmmaker, musician, poet)
15. Consumer and homemaking-related occupations
    (careers such as nutrition expert, tailor, cook)

First Choice _____

Second Choice _____

Sample Teacher and student Interest Survey

Name_____ Grade_____ Date_____

The Guidance department is planning career activities for this school year. We are considering having one hour each month set aside specifically for career exploration. Students would be assigned an advisor according to his or her interest area. Teachers would serve as advisors to work with students in a specific career area. Please choose the career area that you are interested in from the possibilities listed below. If the field you are interested in is not provided, please put in the space provided below.

___Accountant
___Actor/Actress
___Advertising
___Agricultural Scientist
___Air Conditioning and Refrigeration
___Air Force
___Airplane Mechanic
___Announcer/Radio/TV
___Architect
___Army
___Artist

___Auto Mechanic
___Aviation
___Banker
___Barber/Beautician
___Biologist
___Bookkeeper
___Building Contractor
___Cabinet Maker
___Cashier
___Chemist
___Construction Trades
___Counselor
___County Agent
___Dentist
___Dietician
___Doctor
___Draftsman
___Electrician
___Electronics Technician
___Engineer
___Farmer
___Florist
___Forester
___Heavy Equipment Operator
___Hotel Manager

___Housewife
___Industrial Arts
___Industrial Technician
___Insurance
___Interior Decorator
___Journalist
___Laboratory Technician
___Landscape Architect
___Laundry & Dry Clean
___Lawyer
___Librarian
___Manager of Retail Business
___Machinist
___Marines
___Mathematician
___Medical Technician
___Minister
___Mortician
___Musician
___Navy
___Newspaperperson
___Nurse
___Office Machine Operator
___Optician
___Optometrist
___Painter
___Pharmacist
___Photographer
___Physical Therapist
___Physicist
___Plumber
___Police Work
___Politics
___Printer
___Probation Officer
___Programmer
___Psyciatrist

___Psychologist
___Public Relations
___Radio Technician
___Radio/TV Repair
___Real Estate Work
___Recreational Work
___Religious Worker
___Salesperson
___Sawmill Worker
___Scientist
___Secretary
___Service Station Attendant
___Shoe Repairperson
___Singer
___Social Worker
___Speech Therapist
___Surveyor
___Teacher/Coach
___Telephone Operator
___Textile Worker
___Translator
___Truck Driver
___Typist
___Upholsterer
___Veterinarian
___Waiter/Waitress
___Watch Repair Person
___Welder
___Writer
___X-ray Technician
___Youth Work
___Zoologist

___College Admissions
___How to Get A Job
___Trade School
___Admissions

_____ _____ _____

Appendix 3 Teacher Advisor System Evaluation

We would like to thank you for your cooperation during the first guidance and counseling session. Even though the first session seemed to be a successful one to us, we would like for you to evaluate how effectively or successfully you think the first session was to you. Please take time to answer the following questions. Any constructive criticism that you have to offer will certainly be welcomed. We need your comments and suggestions in order to make the teacher advisor system run smoothly for you so that it will work effectively for your students.

Thank You!

Teacher's Name_____ Occupational Cluster_____

1. How did your students react to the first session of the teacher advisor system. Do you think they see the teacher advisor system as something that will benefit them, did they seem interested, were they helpful in suggesting ways in which the program might benefit them?

_____

_____

2. Did you feel that you could do an adequate job in the first session given the materials and information that you were provided with? Was the teacher's lesson plan and student response sheet helpful in guiding you through the first session?

_____

_____

3. Do you have any general suggestions for making future meetings of the teacher advisor system more effective or successful?

_____

_____

4. Do you have any specific suggestions for what the next session of the teacher advisor system should consist of? (Consider the needs of your particular students and the information you recieved from them.)

_____

_____

5. Do you have students desiring a change in assignment or who say they were assigned to a wrong occupational cluster? If so, please list their names on back of this sheet.

6. Other suggestions and/or comments._____

_____

STUDENT EVALUATION

TEACHER-ADVISORY SYSTEM

1. Do you think the teacher-advisory system has helped to:
   A. develop good work habits for you? Yes No
   B. acquire job-seeking and job-getting skills? Yes No
   C. develop decision-making skills concerning your career? Yes No
   D. increase career awareness? Yes No
   E. increase your knowledge about requirements for certain careers? Yes No
   F. increase your knowledge about opportunities for continued education? Yes No
   G. Increase your knowledge about requirements for continued education? Yes No

2. Do you think the speakers who spoke to your group were effective in supplying information that you were interested in concerning your career interests? Yes No

3. Do you think the teacher-advisory system should be continued? Why or Why not?

   _____

   _____

4. What suggestions do you have for making the teacher advisory system more effective and worthwhile to you?

   _____

   _____

5. Has your teacher-advisor been helpful in providing information to you concerning your career interests? Yes No

6. Suggestions or Comments? _____

   _____

TEACHER EVALUATION

TEACHER-ADVISORY SYSTEM

1. How do you feel most students react to the teacher-advisory system?

   Favorable Unfavorable

2. Do you feel that you could do an adequate job of advising the students in your group given the lesson plan and materials provided? Yes No

3. Do you feel that the Teacher-advisory system has helped students to:
   a. develop and utilize good work habits? Yes No
   b. Acquire job-seeking and job-getting skills? Yes No
   c. Acquire decision-making skills? Yes No
   d. Make and implement career decisions? Yes No
   e. develop positive work values and attitudes towards work? Yes No
   f. develop career awareness and consciousness of requirements for continued education? Yes No
   g. develop awareness of opportunities and requirements for continued education? Yes No

4. How many resource people (speakers) do you think an advisory group should have for the eight teacher-advisory meetings?

   1 2 3 4 6 7 8

5. What suggestions do you have for making the Teacher-advisory system more effective?

   _____

   _____

6. Please list the Activities you have used in the Teacher Advisory Meetings. Please rate the activities on a scale of 1 to 5 (1 poor - 5 excellent)

Activities Used	Rating				
	1	2	3	4	5
1.					
2.					
3.					
4.					

1. Work History:

Job & Title _____

Name and Address of Employer _____

_____

Duties _____

Dates Employed _____

Job & Title _____

Name and Address of Employer _____

_____

Duties _____

Dates Employed _____

Job & Title _____

Name and Address of Employer _____

_____

Duties _____

Dates Employed _____

Job & Title _____

Name and Address of Employer _____

_____

Duties _____

Dates Employed _____

Job & Title _____

Name and Address of Employer _____

_____

Duties _____

Dates Employed _____

2. Skills & Abilities:

3. Education

Schools _____ Years Completed _____

Schools _____ Years Completed _____

Schools _____ Years Completed _____

Schools _____ Years Completed _____

Favorite Courses _____

Extracurricular Activities _____

_____

Honors _____

4. Interests, Talents & Aptitudes _____

_____

_____

5. Does my physical condition limit me in anyway? _____

_____

6. Career Goals:

In 2 years I want to be a _____

In 5 years I want to be a _____

In 10 years I want to be a _____

How can I prepare myself for this goal? _____

_____

_____

7. What career would I like to explore in detail? (be specific) _____

_____

_____

8. List ways the guidance program can help you. _____

_____

_____

_____

Name: _____ Advisor: _____

Questionnaire:

1. What grade are you in? 10 11 12 (circle the right one)

2. What do you think you will do after high school? (check one or more)

   _____ Get a steady job
   _____ Enter business or industry as a trainee or apprentice.
   _____ Go to technical training school
   _____ Attend junior college for special training
   _____ Attend junior college and then transfer to a 4 year college
   _____ Go directly to a 4 year college
   _____ Attend graduate school after college
   _____ Enter military service

3. What 2 job alternatives are you interested in at this time?

   _____ _____

4. Would you like to learn more about them? Yes Maybe Not Really (circle the best answer)

5. What kind of job or career information would most interest you? (check one or more)

   _____ The job requirements for a particular career
   _____ Education necessary for job entry
   _____ Prospects for advancement in a particular career
   _____ Salary and income information
   _____ How to find a job
   _____ What most employers look for in employees
   _____ A variety of job information about many different career possibilities.

6. Do you feel that you are really certain, at this point in your life, of what you want to do in the future? Yes Probably Not Really (circle the answer)

7. Do you feel that your high school experiences are preparing you for the real world of everyday living? Yes Probably Not Really (circle the best answer)

8. What course of study are you presently enrolled in? College Preparatory General Vocational (circle the correct answer)

9. What are your favorite subjects this year?

   _____, _____, _____

   What are your least favorite subjects this year?

   _____, _____, _____

10. What special abilities or interests do you have? (clubs, hobbies, activities)

11. Are you currently employed? _____

12. Would you feel comfortable going for a job interview? _____

13. Do you realize your weaknesses and attempt to correct them? _____

14. Do you get to school on time each day?_____, To class on time?_____

15. Do you feel comfortable making decisions by yourself? _____

16. Do you get along well with your teachers? _____ Classmates? _____ Parents?_____

17. Can you speak in a group without feeling self conscious? _____

18. Do you think you are attractive? _____

19. Can you take criticism without feeling hurt or easily resentful? _____

20. Rank the following in their order of importance to you:

_____ 1. Money
_____ 2. Feeling Important
_____ 3. Feeling Free
_____ 4. Helping Others
_____ 5. Having Fun
_____ 6. Getting along with others
_____ 7. Doing well in school
_____ 8. Being successful